Letter from the Editor-in-Chief

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We enjoyed reviewing all of the submissions to *The Journal of Effective Teaching*, but unfortunately we had to return many for revision or submission to journals that address specific topics in the field of teacher education. Our mission is to be a forum to which all those reflecting on their teaching approaches and strategies will turn for guidance and insight, and one in which instructors at colleges and universities will want to see their work published in order to exert the maximum influence on teaching practices. In seeking to promote conversation on effective teaching strategies, *The Journal of Effective Teaching* aims to publish articles which focus on issues that cross boundaries and ignite the imaginations of instructors at colleges and universities. It requires contributors to write in ways that reach out to a broader campus audience, not specific to one discipline. Data and findings can come from one’s discipline, but the findings should have implications for all higher educators interested in effective teaching. The emphasis should also be away from the general education issues towards articles that can contribute to the improvement of teaching through new and/or effective teaching strategies. *The Journal of Effective Teaching* recognizes the value and importance of the peer reviewer in the overall publication process – not only in shaping the individual manuscript, but also in shaping the credibility and reputation of a journal. Thus, we invite potential authors and interested experts to volunteer serving as a reviewer. (Contact us at jet@uncw.edu to apply as a reviewer.)

The second issue of *The Journal of Effective Teaching* includes articles addressing the detection of plagiarism and ideas about developing trust-relationships with students to student and faculty perceptions of their communication effectiveness in the classroom. These articles help us think about how we teach and how we might document of our teaching.

In this issue we include our first example of an article in the category of the *Scholarship of Teaching*. This article details an exploration of methodology based studies on communication in the classroom. The topic is of broad interest as it spans several disciplines on how educators effectively communicate. Ginsberg contrasts student views of the communication in several classes with the instructor's views of that same communication. In particular, Ginsberg's thorough study identifies some of the characteristics successful teachers use to communicate effectively in the classroom, focusing on clarity and immediacy.

The next two articles may appear to address special areas of interest, but they reflect a variety of areas of interest or concern. Ryesky specifically addresses the issue of refer-

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ence citing across different disciplines, including the use of different resources within disciplines. He focuses on citations in the field of law. Ryesky not only discusses the intricacies of information literacy in law courses, but brings to light issues with inconsistencies using standard course materials and the impact of the different referencing styles on teaching pedagogy, especially as relates to adjunct teaching and the growing need for communication between faculty and librarians.

Lucas and McCormick, on the other hand, look at a methodology for redesigning curriculum for under prepared college students. Their focus is on mathematics but is relevant to other areas. They describe how they set up a pilot course redesign and provide an analysis of how they carried out such strategies for bringing students up to levels of preparedness for college mathematics.

Ternus, Palmer & Faulk bring us another example of rubrics. As we had seen in the last issue, rubrics are becoming more than a tool in a specialized corner of education. More and more of our colleagues are recognizing that rubrics are something they have been using all along. However, many of us provide our own rubrics without much thought towards the structure and depth and with few examples to guide us. Ternus, Palmer & Faulk provide a rubric designed for online courses and piloted at two universities and used for faculty, peer and administrative evaluation. As with other documented well planned (online) courses, it is found that there is enhanced student learning. The rubric is included in the study and an online PDF version is available at the journal website.

The last article is about online plagiarism. Ashe and Manning explore the impact on plagiarism detection services on both faculty and students. The study includes both surveys of student behavior and opinion. It appears that a large number of students find it acceptable to cross the boundary that once was crossed by a few. Now, with increasing access to digital information and free media, the line between what is right and wrong as to how we use information has become blurred. Students are unclear (or claim they are unclear) as to how much they can claim is theirs when piecing together ideas and resources into a paper. On the other hand, professors know what they consider as creating a verbal image in one's own words as opposed to “pirating” another's words to express an idea. However, there are many differing opinions as to how effort should be expended to curb these habits. This can lead to conflict when considering adopting a tool to detect plagiarism and to even accept that there is academic dishonesty occurring in the classroom.

We hope you enjoy this issue and invite you to contribute in the future. For additional information, feel free to explore the journal web site: http://www.uncw.edu/cte/et/.